



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 12721822  
SAU: Pleasant Point  
School: Beatrice Rafferty School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

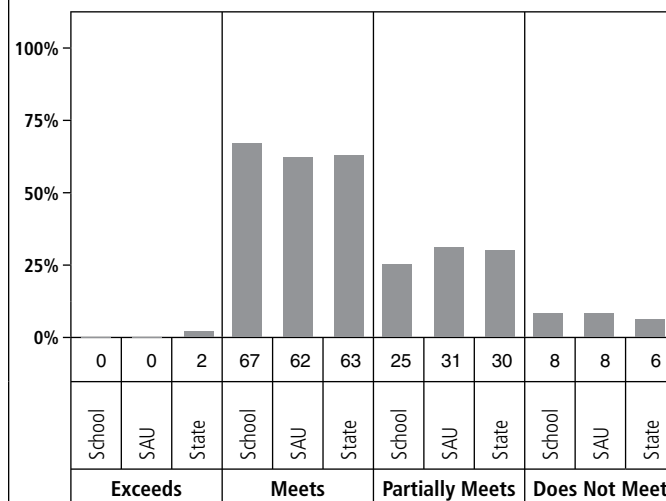
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: Pleasant Point  
School: Beatrice Rafferty School

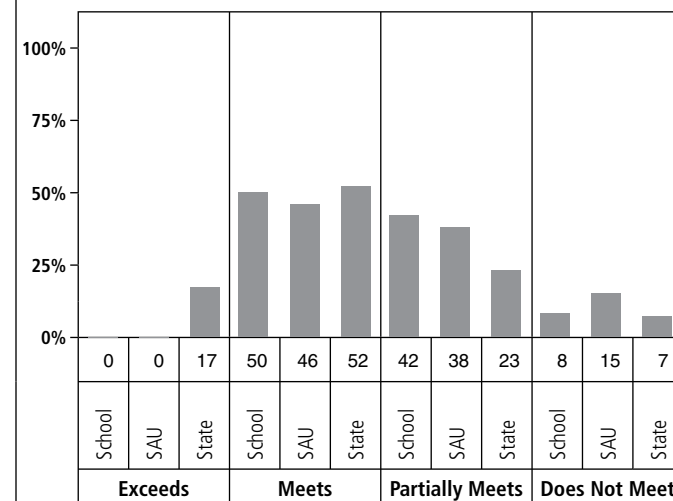
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	340	340	345
2007–2008	345	345	344
<b>2008–2009</b>	<b>342</b>	<b>341</b>	<b>345</b>
Cum. Avg.*	342	342	345
<b>Mathematics</b>			
2006–2007	335	335	347
2007–2008	341	341	347
<b>2008–2009</b>	<b>341</b>	<b>338</b>	<b>348</b>
Cum. Avg.*	339	338	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Pleasant Point  
School: Beatrice Rafferty School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	12	100	13	100	13763	100	12	100	13	100	13691	100	12	100	13	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	0	0	416	3	0	0	0	0	412	99	0	0	0	0	414	100						
American Indian or Native Alaskan	8	67	9	69	102	1	8	100	9	100	101	100	8	100	9	100	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	0	0	0	0	167	1	0	0	0	0	164	98	0	0	0	0	164	98						
Caucasian/White	4	33	4	31	12846	93	4	100	4	100	12788	100	4	100	4	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	2	17	3	23	2414	18	2	100	3	100	2388	100	2	100	3	100	2388	100						
<b>Current LEP</b>	11	92	11	85	420	3	11	100	11	100	413	98	11	100	11	100	417	99						
<b>Economically disadvantaged</b>	11	92	12	92	5887	43	11	100	12	100	5847	100	11	100	12	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	12	100	12	92	10316	75	12	100	12	92	10355	75						
Identified disability (PET/IEP)	2	17	2	17	437	4	2	17	2	17	445	4						
LEP	11	92	11	92	192	2	11	92	11	92	193	2						
504 plan	1	8	1	8	83	1	1	8	1	8	83	1						
<b>Participation with accommodations</b>	0	0	1	8	3179	23	0	0	1	8	3152	23						
Identified disability (PET/IEP)	0	0	1	100	1757	55	0	0	1	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	194	1	0	0	0	0	184	1						
Identified disability (PET/IEP)	0	0	0	0	194	100	0	0	0	0	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	0	0	0	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Pleasant Point  
School: Beatrice Rafferty School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	0	0	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>
	Cum. Total*	0	0	0	0	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	5	38	5	38	8691	63
	2007-2008	9	64	9	64	8403	62
	<b>2008-2009</b>	<b>8</b>	<b>67</b>	<b>8</b>	<b>62</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	22	56	22	55	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	5	38	5	38	3781	27
	2007-2008	5	36	5	36	4018	30
	<b>2008-2009</b>	<b>3</b>	<b>25</b>	<b>4</b>	<b>31</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	13	33	14	35	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	23	3	23	1021	7
	2007-2008	0	0	0	0	938	7
	<b>2008-2009</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>8</b>	<b>748</b>	<b>6</b>
	Cum. Total*	4	10	4	10	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	26.2	57.0	25.7	55.9	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	18.7	58.4	18.4	57.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.5	53.6	7.3	52.1	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Pleasant Point  
 School: Beatrice Rafferty School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	12	0	0	8	67	3	25	1	8	342	13	0	62	31	8	341	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	0										0						402	0	40	41	18	339
American Indian or Native Alaskan	8	0	0	6	75	1	13	1	13	343	9	0	67	22	11	342	99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	0										0						162	0	51	38	10	342
Caucasian/White	4										4						12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										3						2194	0	32	50	18	338
No	10	0	0	7	70	3	30	0	0	343	10	0	70	30	0	343	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	11	0	0	8	73	3	27	0	0	343	11	0	73	27	0	343	406	0	39	41	20	339
No	1										2						13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	11	0	0	7	64	3	27	1	9	342	12	0	58	33	8	341	5721	1	52	39	9	342
No	1										1						7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	12	0	0	8	67	3	25	1	8	342	13	0	62	31	8	341	13489	2	63	30	6	345
<b>Gender</b>																						
Female	2										3						6568	3	67	26	4	346
Male	10	0	0	6	60	3	30	1	10	341	10	0	60	30	10	341	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	8	67	3	25	1	8	342	12	0	67	25	8	342	2300	0	39	49	11	340
No	0										1						11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	12	0	0	8	67	3	25	1	8	342	13	0	62	31	8	341	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Pleasant Point  
School: Beatrice Rafferty School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	25	0	0	1	33	1	33	1	33	338	23	0	33	33	33	338	5	1	44	39	16	340
B. less than one hour	58	0	0	6	86	1	14	0	0	344	62	0	75	25	0	343	80	2	66	28	4	345
C. one to two hours	17	0	0	1	50	1	50	0	0	339	15	0	50	50	0	339	13	2	61	32	6	344
D. more than two hours	0										0						3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	33	0	0	3	75	1	25	0	0	344	38	0	60	40	0	342	47	3	68	24	4	346
B. good	50	0	0	4	67	2	33	0	0	342	46	0	67	33	0	342	41	1	62	31	5	344
C. fair	17	0	0	1	50	0	0	1	50	337	15	0	50	0	50	337	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	17	0	0	2	100	0	0	0	0	347	23	0	67	33	0	343	31	3	63	28	6	345
B. They match some of what I have learned.	42	0	0	3	60	2	40	0	0	342	38	0	60	40	0	342	49	2	68	26	3	345
C. They match just a little of what I have learned.	33	0	0	3	75	1	25	0	0	343	31	0	75	25	0	343	14	1	53	39	7	342
D. There is no match.	8	0	0	0	0	0	0	1	100	330	8	0	0	0	100	330	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	0	0	2	100	0	0	0	0	346	15	0	100	0	0	346	18	1	50	38	11	342
B. about the same as my regular schoolwork	67	0	0	6	75	2	25	0	0	343	62	0	75	25	0	343	57	2	68	26	3	346
C. easier than my regular schoolwork	17	0	0	0	0	1	50	1	50	332	23	0	0	67	33	333	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	8	0	0	1	100	0	0	0	0	348	8	0	100	0	0	348	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	58	0	0	5	71	1	14	1	14	341	54	0	71	14	14	341	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	33	0	0	2	50	2	50	0	0	342	38	0	40	60	0	340	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	8	0	0	0	0	1	100	0	0	334	8	0	0	100	0	334	22	3	67	25	4	346
B. 20 minutes to an hour	33	0	0	4	100	0	0	0	0	346	31	0	100	0	0	346	46	2	68	26	4	346
C. less than 20 minutes	25	0	0	3	100	0	0	0	0	345	23	0	100	0	0	345	18	1	56	36	8	343
D. I rarely read at home.	33	0	0	1	25	2	50	1	25	338	38	0	20	60	20	337	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	50	0	0	3	50	2	33	1	17	341	46	0	50	33	17	341	29	1	56	36	7	343
B. six to ten pages	8	0	0	1	100	0	0	0	0	346	15	0	50	50	0	341	21	2	62	31	5	344
C. eleven or more pages	42	0	0	4	80	1	20	0	0	342	38	0	80	20	0	342	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	0	0	1	100	0	0	340	100	0	0	100	0	340						
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Pleasant Point  
School: Beatrice Rafferty School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	0	0	0	0	1985	14
	2007-2008	0	0	0	0	2277	17
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	0	0	0	0	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	6	46	6	46	6990	51
	2007-2008	4	29	4	29	6764	50
	<b>2008-2009</b>	<b>6</b>	<b>50</b>	<b>6</b>	<b>46</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	16	41	16	40	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	4	31	4	31	3673	27
	2007-2008	9	64	9	64	3504	26
	<b>2008-2009</b>	<b>5</b>	<b>42</b>	<b>5</b>	<b>38</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	18	46	18	45	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	3	23	3	23	1193	9
	2007-2008	1	7	1	7	1044	8
	<b>2008-2009</b>	<b>1</b>	<b>8</b>	<b>2</b>	<b>15</b>	<b>997</b>	<b>7</b>
	Cum. Total*	5	13	6	15	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	27.0	56.3	25.5	53.1	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	10.6	53.0	9.8	49.0	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.1	76.3	5.8	72.5	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	4.0	50.0	3.8	47.5	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	6.3	52.5	6.1	50.8	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 3  
SAU: Pleasant Point  
School: Beatrice Rafferty School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	12	0	0	6	50	5	42	1	8	341	13	0	46	38	15	338	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										0						407	7	37	32	24	338
American Indian or Native Alaskan	8	0	0	4	50	4	50	0	0	343	9	0	44	44	11	339	99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	0										0						162	6	44	35	15	341
Caucasian/White	4										4						12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										3						2204	6	36	36	22	338
No	10	0	0	5	50	4	40	1	10	340	10	0	50	40	10	340	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	11	0	0	6	55	4	36	1	9	341	11	0	55	36	9	341	412	7	37	35	21	339
No	1										2						13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	11	0	0	5	45	5	45	1	9	340	12	0	42	42	17	337	5727	10	48	31	12	343
No	1										1						7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	12	0	0	6	50	5	42	1	8	341	13	0	46	38	15	338	13501	17	52	23	7	348
<b>Gender</b>																						
Female	2										3						6568	16	52	24	8	348
Male	10	0	0	5	50	4	40	1	10	340	10	0	50	40	10	340	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	6	50	5	42	1	8	341	12	0	50	42	8	341	2300	4	43	39	14	340
No	0										1						11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	12	0	0	6	50	5	42	1	8	341	13	0	46	38	15	338	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Pleasant Point  
School: Beatrice Rafferty School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	25	0	0	2	67	1	33	0	0	342	23	0	67	33	0	342	5	9	38	32	21	340
B. less than one hour	58	0	0	3	43	4	57	0	0	340	62	0	38	50	13	336	80	19	54	22	5	349
C. one to two hours	17	0	0	1	50	0	0	1	50	341	15	0	50	0	50	341	13	16	51	24	9	347
D. more than two hours	0										0						3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	42	0	0	2	40	3	60	0	0	341	46	0	33	50	17	335	40	25	51	17	7	351
B. good	42	0	0	2	40	2	40	1	20	338	38	0	40	40	20	338	45	14	56	24	6	348
C. fair	17	0	0	2	100	0	0	0	0	346	15	0	100	0	0	346	12	7	49	34	10	343
D. poor	0										0						3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	42	0	0	4	80	1	20	0	0	344	38	0	80	20	0	344	38	23	52	19	5	351
B. They match some of what I have learned.	25	0	0	1	33	1	33	1	33	336	23	0	33	33	33	336	45	16	56	22	6	348
C. They match just a little of what I have learned.	25	0	0	1	33	2	67	0	0	342	23	0	33	67	0	342	12	10	45	33	12	343
D. There is no match.	8	0	0	0	0	1	100	0	0	334	15	0	0	50	50	320	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	42	0	0	2	40	2	40	1	20	339	38	0	40	40	20	339	17	8	45	34	13	342
B. about the same as my regular schoolwork	42	0	0	3	60	2	40	0	0	343	38	0	60	40	0	343	59	19	55	21	5	350
C. easier than my regular schoolwork	17	0	0	1	50	1	50	0	0	340	23	0	33	33	33	329	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	36	0	0	2	50	2	50	0	0	340	42	0	40	40	20	333	15	8	41	35	15	341
B. 30–45 minutes	45	0	0	3	60	2	40	0	0	346	42	0	60	40	0	346	29	16	54	23	6	348
C. 45–60 minutes	9	0	0	0	0	0	0	1	100	324	8	0	0	0	100	324	32	21	55	19	5	350
D. more than 60 minutes	9	0	0	0	0	1	100	0	0	328	8	0	0	100	0	328	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						6	6	33	39	23	337
B. two or three days a week	0										0						12	15	55	22	8	348
C. two or three times each month	0										0						26	20	56	19	5	350
D. never or almost never	100	0	0	6	50	5	42	1	8	341	100	0	46	38	15	338	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	17	0	0	1	50	1	50	0	0	348	23	0	33	33	33	334	37	14	51	27	9	346
B. two or three days a week	8	0	0	1	100	0	0	0	0	346	8	0	100	0	0	346	27	20	55	19	6	350
C. two or three times each month	33	0	0	1	25	2	50	1	25	337	31	0	25	50	25	337	19	22	53	19	6	350
D. never or almost never	42	0	0	3	60	2	40	0	0	340	38	0	60	40	0	340	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	344	100	0	100	0	0	344						
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number